Alaska

Comprehensive System of Student Assessment (CSSA)

**Parent Guide To
Test Interpretation for the Alternate Assessment
For Reading, Writing, and Mathematics
Spring 2013**

The Purpose of Testing
The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alternate Assessment (AA) is to ensure that students with significant cognitive disabilities have access to, participate in, and make progress in the general education curricula, as well as show what they know and can learn [4 AAC 06.775].

What the Alternate Assessment Measures
The Alternate Assessment measures what students know and can do at their grade level in reading, writing, and mathematics (and science) compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Extended Grade Level Expectations with the performance measured against alternate achievement standards which differ in complexity from grade level achievement standards. The Alternate Assessments are organized into grade bands: 3/4, 5/6, 7/8, and 9/10.

Components of the Alternate Assessment
The Alternate Assessment tests reading, writing, and mathematics (and science) as required by state and federal law. Statewide assessment of functional skills is not included in this academic assessment as the statewide assessment must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in this assessment are performance, curriculum-based measures and are aligned to the Extended Grade Level Expectations. The assessment permits the use of accommodations, assistive technology, and adaptations of the material in order to provide the best access of the content for each student.

Reading
The reading assessment is designed to measure essential reading skills. The tasks measure the degree to which students with significant cognitive disabilities are learning to read at the symbol, word, and text levels. The tasks increase in complexity with each grade band and include:

identification of pictures, symbols, and letters in the alphabet, identification of own name, distinguishing sounds, generating sounds of letters, reading simple words to more complex words, reading sentences, reading text, comprehending text, obtaining information, and identification of root words.

Writing
The writing assessment is designed to measure skill acquisition in written language development for students with significant cognitive disabilities. The tasks measure the degree to which students with significant cognitive disabilities are learning to write using letters, words, and connected sentences. The tasks increase in complexity with each grade and include the following: copy letters, copy words, copy sentences; write their name, write words from dictation, sentence mechanics, write a sentence, write a story, and revise writing.

Mathematics
The mathematics assessment is designed to measure the degree to which students with significant cognitive disabilities have developed numerical understanding. The tasks measure the degree to which students with significant cognitive disabilities are learning to use numbers and mathematical symbols as well as solve problems. The tasks increase in complexity with each grade and include: copying numbers, identifying numbers on a number line, counting, identifying same and different, identifying and matching shapes, reading and writing numbers, counting objects, single and double digit addition, subtraction, and multiplication, reproducing and extending simple patterns and identifying skip patterns, reading and creating simple graphs, identifying measurement, counting and identifying money, identifying perimeter, identifying fractions, labeling a set as none or zero, understanding symbols, identifying place value, ordering numbers, rounding numbers, and identifying lines of symmetry.

Reading the Individual Student Report
The Individual Student Report (ISR) provides a graphic and text display of student performance. An **unofficial student report** is generated when Qualified Assessors enter student test scores after completing the administration of the Alternate Assessment during the test window of late January – early April 2013. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, and mathematics. The unofficial, online reports have a different appearance than the official. Scores are represented in percentage correct and no proficiency levels are assigned. After student information is verified for accuracy, scores are calculated, and proficiency levels assigned. An **official student report** is then uploaded to the DRA Reporting Website and and downloaded by the District Test Coordinator

Reading, Writing, and Mathematics Score Possible and Score Earned are scaled scores. Only valid scores are used for Adequate Yearly Progress (AYP). If the student takes Standard and ELOS items, only the standard data are displayed. No ELOS scores are graphed.

A	This section identifies the year for the report, and all student demographic information.
B	**Your Student's Overall Performance** indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for each subject area of reading, writing, and mathematics.
C	**Interpretation of Chart** explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support items.
D, F, H	The **Your Student's Performance by Standard** section describes the proficiency levels reported in section B for Reading, Writing, and Mathematics by separating the scores into strands, and displaying the total possible scores and the scores earned.
E, G, I	This is a graphical representation of the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced) and indicates where the student's score falls on the proficiency graph. See Interpretation of Chart for explanation of the diamond shape.
J	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT

NAME : **Last Name, First Name Middle Name**

BIRTHDATE: **99/99/9999**

DISTRICT : **Alaska District**

SCHOOL : **Alaska Elementary School**

GRADE : **10**

STATE ID NUMBER : **9999999999**

DISTRICT ID NUMBER : **999999999**

Your Student's Overall Performance

B

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Reading	54	43 or above	Proficient
Writing	74	47 or above	Proficient
Mathematics	73	63 or above	Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels
For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance
The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

Expanded Levels of Support
Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Reading	100	54
Word Identification Skills	34	25
Forming a General Understanding	33	12
Analysis of Content and Structure	33	17
Expanded Levels of Support Tasks	60	

E (READING)

Subject/Strand	Score Possible	Score Earned
Writing	100	74
Write Using a Variety of Forms	34	22
Structures and Conventions of Writing	33	28
Revise	33	24
Expanded Levels of Support Tasks	60	

F / **G** (WRITING)

Subject/Strand	Score Possible	Score Earned
Mathematics	100	73
Numeration	17	13
Estimation and Computation	17	17
Functions and Relationships	17	17
Statistics and Probability	17	10
Measurement	16	11
Geometry	16	12
Expanded Levels of Support Tasks	60	

H / **I** (MATHEMATICS)